

The Power of Assessment Webinar Series

Module #1

What it Means to be Assessment Literate

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In partnership with the IDAHO STATE DEPARTMENT OF EDUCATION



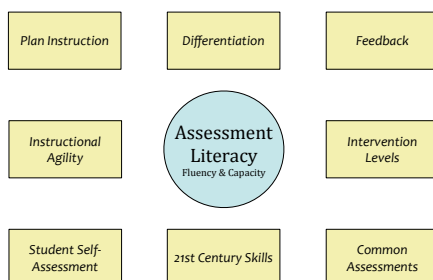
IN THE END, YOU WILL...

- ...understand that our discussions with regards to assessment/grading represent a **continual, ongoing conversation** as opposed to a "fad."
- ...develop a deeper understanding as to why our **fluency & capacity with effective assessment practices** is (and will continue to be) the most important key to sound instructional design.
-have a clear understanding of the difference between **formative** and **summative** assessment.
- ...understand the **3 BIG IDEAS** of a formative assessment.

Why Assessment Literacy?



Why Assessment Literacy?



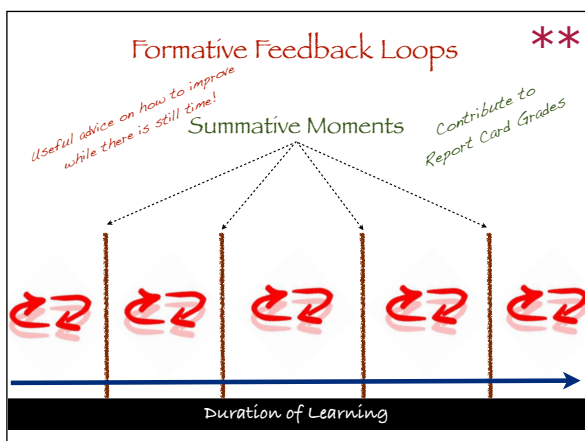
How do you define Assessment for Learning?

Summative Assessment

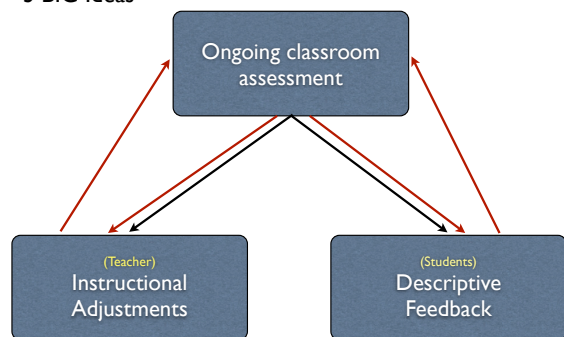
- Meeting standards and levels of proficiency.
- Typically large(r) in scale.
- The combination & application of specific elements.
- Periodic reporting to others about student progress.
- Verification of instructional choices.
- Can take on a variety of formats (not just “standardized”).
- Usually at a pre-determined end point.
- Can be used formatively (not ideal when “grades” are included).

Formative Assessment

- Learning
- Practice & improvement.
- Descriptive feedback & next steps (not grades).
- Specific elements of quality.
- Confidence to persevere through initial challenges.
- Correcting errors before they count.
- Diagnostic (pre-assessments).
- Instructional agility.
- Is infused into planned instructional activities.



3 BIG Ideas



What's Next?

• The Power of Classroom Assessment

- Further research summaries.
- Formative/Summative relationship.
- Instructional response to Assessment FOR Learning through specific strategies.

Questions/Connections...



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